	TRAINING
New Era of Public Safety (3/28/2019)	Ensure that all basic recruit and in-service training covers a wide variety of skills including crisis response, de-escalation training, leadership, problem-solving principles, trauma and victim services, analytical research and technology, and linguistic and cultural competency. p. 300, pdf p. 338. Prioritize the development and implementation of rigorous in-service training to ensure that officers are serving communities according to current best practices. p. 301, pdf p. 339. Directly involve community members in the development of training initiatives and curricula to ensure that training programs are effective and align with community values. p. 301, pdf p. 339. Training programs should incorporate local guest speakers, such as victims of crimes, mental health service providers, advocates for social change, and other community members. p. 302, pdf p. 340 Use contemporary adult education techniques in training programs that (1) are geared toward experiential training, reflection, and discussion; (2) prepare officers for the application of skills in the real world (i.e., when interacting with members of communities); and (3) account for different learning styles. p. 304, pdf p. 342. Carefully select field training officers (FTOs) and training staff. FTOs should be veteran officers who are up to date with in-service training (e.g., impartial policing and de-escalation) and have shown a commitment to community policing in their performance. Departments should select trainers based on similar criteria and should select trainers who develop and deliver material in especially sensitive subjects, such as implicit bias and cultural competency, and who will work with members from marginalized or diverse communities to develop and deliver training. p. 304, pdf p. 342 Develop robust programs to train officers to serve as FTOs. Effective FTO programs include rigorous, detailed instruction on how to conduct FTO training so that it aligns with department and community needs and values. p. 305, pdf p. 343. Treat service as an FTO as an important career step that factors into decisions about promotion o as to attract candidates who reflect the values of the department. p. 305, pdf p. 343. Keep complete, accurate, and up-to-date records of training curricula, materials, and attendance. p. 307, pdf p. 345. Periodically review, audit, and assess training programs. All training initiatives should be assessed via written evaluations from participants; scores of tests given during training; post-training officer performance (and whether it reflects the target skills and principles); and aggregate departmentwide performance trends across time. p. 308-309, pdf p. 346-347.

21st Century Policing (5/2015)	**Part I:** "[E]nsure that Peace Officer and Standards Training (POST) boards include mandatory Crisis Intervention Training (CIT), which equips officers to deal with individuals in crisis or living with mental disabilities, as part of both basic recruit and in-service officer training—as well as instruction in disease of addiction, implicit bias and cultural responsiveness, policing in a democratic society, procedural justice, and effective social interaction and tactical skills." p 4, pdf pp 18. "POSTs [Peace Officer Standards and Training] should make Crisis Intervention Training (CIT) a part of both basic recruit and in-service officer training." p 56, pdf pp 70. The Memphis CIT program, for example, "includes personal interaction between officers and individuals with mental health problems," which led to officers having greater comfort with people with mental illnesses, and hospital staff having "more positive views of law enforcement." Id. "POSTs should ensure that basic recruit and in-service officer training include curriculum on the disease of addiction." p 57, pdf pp 71. "Law enforcement agencies should have comprehensive policies on the use of force that include training, investigations, prosecutions, data collection, and information sharing. These policies must be clear, concise, and openly available for public inspection." p 20, pdf pp 34. More specifically, "policies for training on use of force should emphasize de-escalation and alternatives to arrest or summons in situations where appropriate." Id. "Policies should also include, at a minimum, annual training that includes shoot/don't shoot scenarios and the use of less than lethal technologies." p 21, pdf pp 35. "POSTs should ensure that basic officer training includes lessons to improve social interaction as well as tactical skills." p 56, pdf pp 70. These lessons should focus on: "critical thinking, social intelligence, implicit bias, fair and impartial policing, historical trauma, and other topics that address capacity to build trust and legitimacy in diverse communities and offer better skills for gaining compliance without the use of physical force." p 56-57, pdf pp 70-71. And "[b]asic recruit training must also include tactical and operations training on lethal and nonlethal use of force with an emphasis on de-escalation and tactical retreat skills." p 57, pdf pp 71. "Law enforcement agencies should engage community members in the training process." p 54, pdf pp 68. "[E]nsure both basic recruit and in-service training incorporates content around recognizing and confronting implicit bias and cultural responsiveness." p 58, pdf pp 72. More specifically, "implement ongoing, top down training for all officers in cultural diversity and related topics that can build trust and legitimacy in diverse communities. This should be accomplished with the assistance of advocacy groups that represent the viewpoints of communities that have traditionally had adversarial relationships with law enforcement." Id.
21st Century Policing Cont'd. (5/2015)	**Part II:** "[I]mplement training for officers that covers policies for interactions with the LGBTQ population, including issues such as determining gender identity for arrest placement, the Muslim, Arab, and South Asian communities, and immigrant or non-English speaking groups, as well as reinforcing policies for the prevention of sexual misconduct and harassment." p 58, pdf pp 72. "POSTs should require both basic recruit and in-service training on policing in a democratic society." p 59, pdf pp 73. "Particular focus should be placed on ensuring that Terry stops are conducted within constitutional guidelines." Id. "[P]rovide leadership training to all personnel throughout their careers." p 54, pdf pp 68. "Standards and programs need to be established for every level of leadership from the first line to middle management to executive leadership." Id. An example of such training is Leading Police Organizations, "a program developed by the IACP and modeled after the West Point Leadership Program, which offers training for all levels of agency management in programs based on a behavioral science approach to leading people groups, change, and organizations, focusing on the concept of 'every officer a leader.'" Id.
Report on Police Reform and Racial Justice (8/2020)	N/A

Redefining Policing With Our Community (5-8/2020)	End LA County Sheriff's Department's practice of exclusively assigning new deputies to jail custody duty. See p 8, pdf p 9. See also p 40, pdf p 41. Collaborate with community groups to design and facilitate police trainings. p 8, pdf p 9. See also p 40, pdf p 41. Mandate ongoing training (at least every two years) of patrol officers, dispatchers, and diversion specialists on effective ways to: a) engage people with substance use disorders, b) assist people experiencing mental health challenges, c) use culturally appropriate de-escalation techniques, d) integrate ethics and integrity in their work, e) recognize and address hate crimes and incidents, f) eliminate, or at least manage, officers' own implicit and explicit racial and identity biases. p 8, pdf p 9. See also p 41, pdf p 42. Integrate evaluation metrics for trainings to ensure intended behavior changes. p 8, pdf p 9. Implement new trainings in a slow and meticulous manner— beginning with a small pilot program, then implement the training under optimal conditions, and finally rolling out the training in real would conditions under rigorous evaluation. See p 39, pdf p 40. Deploy a group of "quality of life officers," trained in social-emotional approaches to community intervention, to respond to calls related to homelessness. See p 37, pdf p 38. Train law enforcement officers to seek out community resources for affected individuals as an alternative to arrest. See p 8, pdf p 9. This may include creating reference cards to distribute to victims of hate crimes. See p 39, pdf p 40.
Automated License Plate Reader Report (2/2020)	N/A
Statement of Policing Project Regarding Policing in the United States (2020)	Use "front-end accountability" or "democratic policing," by "establishing rules, regulations, and policies on the front end (before things go wrong), in a way that is transparent, evidence-based, and provides an opportunity for public input and debate." Pp. 1-2, PDF pp. 1-2. Rather than stating only an opaque legal standard for excessive force, adopt a "robust policy" that "encourages de-escalation and provides officers with clear guidance as to what is permitted or not." P. 2, PDF p. 2. "[R]ethink our entire process of reactive policing, from 911 calls, to how dispatch operates, to the response—including whether police should be co-responding with other agencies, or even responding at all." Id.

Police Use of Force: An Examination of Modern Policing Practices (11/15/2018)	**Part I:** "Officers should be provided cultural competency and anti-bias training, including information about the history of discriminatory policing and implicit biases that affect all on an unconscious level." P. 140, PDF p. 150. "Officers should be trained on de-escalation tactics and alternatives to use of force. Tactical training should include strategies to create time and space, and distance, to reduce the likelihood that force will be necessary and should occur in realistic conditions appropriate to the department's location." P. 140, PDF p. 150. "Departments should develop partnerships with state and local mental health agencies to develop crisis intervention trainings and to support the work of mental health organizations in the community. Legislatures should fund such efforts, and allow local departments to develop crisis intervention teams which are on duty 24/7 throughout the department's jurisdiction for use with anyone in mental health crisis. Crisis intervention teams can also assist police when responding to domestic violence and other highly charged interactions." P. 140, PDF p. 150. "Officers should be specifically trained in how to interact with people with mental and physical disabilities who may be in crisis. Crisis intervention training should include communication, coordination, and containment to increase the likelihood that lethal force will not be necessary. Experts with disabilities should be involved in the training process." P. 140, PDF p. 150. "Officers should be trained on safe interactions with LGBTQ individuals and the history of biased policing against members of those communities." P. 140, PDF p. 150. "Department policies should make clear that citizens have a constitutional right to film the police from a distance that does not interfere with the officer performing her/his duty. Officers should be trained on safe interactions with members of the public who desire to film them." P. 140, PDF p. 150. "Departments should implement early intervention systems to alert supervisors and command staff where warning signs of excessive use of force may exist. Possible actions taken should include training, reassignment and/or personnel discipline." P. 140, PDF p. 150. ""Best practice research suggests that successful crisis intervention training programs for reducing police-related injuries among people with disabilities have four key elements: 1. Educating officers on the various mental health diagnoses and co-occurring disorders, with an emphasis on their medical origins. 2. Distinguishing between behavior that might be unconventional or not related to a disability from situations where the police should intervene and assist the individual in getting to a treatment setting. 3. Actively uses scenario-based methodology to teach officers the skills of how to de-escalate individuals in crisis. 4. Collaborating with mental health providers, individuals with mental health disabilities, and their family members to help officers become knowledgeable about and have access to community crisis and mental health resources." P. 128, PDF p. 138; see also pp. 127-28, PDF pp. 137-38 (The "Memphis Model" is a standard for crisis intervention training, teaching officers "how to recognize someone who may have a mental illness, how to de-escalate the situation, and how to safely maintain enough space until mental health experts arrive.").

Police Use of Force: An Examination of Modern Policing Practices Cont'd. (11/15/2018)	Part II: ""[E]ffective community policing initiatives consist of three critical components: • Community partnerships that include collaborative relationships between law enforcement agencies and the public in order to develop better solutions to problems and increase public trust in police; • Organizational transformations that provide the alignment of management, structure, personnel, and information systems to support community partnerships and problem-solving techniques; and • Problem-solving strategies which pertain to a process of active examination of identified problems in order to develop and evaluate effective responses." P. 97, PDF p. 107. "[D]epartments should implement training policies that have explicit standards for oversight throughout the entire chain of command, to help build a culture of accountability. Part of this process would include implementing a non-punitive strategy for reviewing use of force incidents or a "near miss" incident [in which force nearly was used], in order to determine what methods could be improved or modified in hope of keeping civilians and officers safe." P. 101, PDF p. 111. Such a system could "allow officers to anonymously report "near-miss accidents" to gain a better understanding of how these accidental events change over time and the effects they have on the communities in which they occur." P. 102, PDF p. 112. Study found that "after repeated exposure with the program and extensive training—in which race was unrelated to the presence of a gun—this bias could be eliminated." P. 103, PDF p. 113. "[T]he goal for law enforcement officials should be focused on trying to teach officers how to recognize their biases and not act on them, while holding them accountable for inappropriate actions, if they occur." P. 107, PDF p. 117. "[P]olice departments should establish strict policies that prohibit law enforcement from profiling on the basis of race, ethnicity, national origin, sexual orientation, gender, and gender identity . . . [P]olice departments should adopt the policies and procedures articulated in the End Racial Profiling Act." P. 111, PDF p. 121. Training "should be linked to federal criminal justice grants." P. 112, PDF p. 122. But "there needs to be an effort to create policies and procedures that protect civilians from possible biases (e.g., racial, ethnic, gendered, or sexual), rather than [only] trying to "de-bias" leaders, decision-makers, and law enforcement." P. 108, PDF p. 118. Training should "start from the beginning and look at each and every decision the officer made prior to using force [and ask]: Where was the first decision that went wrong that led to having to use force later?" P. 115, PDF p. 125. Because many use of force cases occur following foot chases, departments should implement "a new rule stating that the officer chasing a suspect on foot is not allowed to touch the suspect once they are apprehended." P. 118, PDF p. 128. Officers should utilize de-escalation techniques such as "active listening skills, tone of voice, content, nonverbal communication, and equipment." P. 130, PDF p. 140.
Racial Indentity Profiling Advisory Board 2019 Report (2019)	Best practices: o Training on racial and identity profiling should incorporate basic principles. o Training should be well organized and delivered regularly. o Training should address communication and community relationships. o Training should include the tenets of procedural justice. o Training should cover implicit bias.

Police Use of Force: An Examination of Modern Policing Practices Cont'd. (11/15/2018)	**Part III:** ""[L]aw enforcement departments should go beyond the minimum requirements laid out by Graham [which established the constitutional floor for excessive use of force] in hope of fostering community trust and to implement policies to help prevent officers from putting themselves in situations where they have no choice but to make split-second decisions that may result in injury or death of either the person or officer. P. 10, PDF p. 20. "[P]roportionality is a good measure to determine the legal use of force. This means that a civilian's level of resistance is a key legal factor in the continuum." P. 12, PDF p. 22. "[T]he National Institute of Justice defines the levels of officer response in a use of force continuum as follows: • Officer Presence: No force is necessary. The mere presence of an officer is suitable to deter crime or diffuse a situation. Considered the best way to resolve a situation. • Verbalization: Force is not physical. Officers use calm, nonthreatening commands, e.g., "Let me see your identification and registration." May increase volume and shorten commands in an attempt to gain compliance ("stop" or "don't move"). • Empty-Hand Control: Officers use bodily force to gain control of a situation. There are soft techniques (grabs, holds, joint locks) and hard techniques (punches and kicks) used to restrain an individual. • Less-Lethal Methods: Officers use less-lethal technologies to gain control of a situation. These can be in the form of blunt impact such as using a baton or projectile to immobilize a combative person. Chemical: chemical sprays or projectiles embedded with chemicals to restrain an individual (e.g., pepper spray). Conducted Energy Devices (CEDs): These devices discharge a high-voltage, low amperage jolt of electricity at a distance (e.g., Tasers), officers may use conducted energy devices to immobilize an individual. • Lethal Force: Officers use lethal weapons to gain control of a situation. This is the last and most severe response in the continuum and should only be used if a suspect poses a serious threat to the officer or another individual." P. 11, PDF p. 21. "[F]orce is excessive when used without subsequent arrest, when a citizen did not verbally or physically resist, or when an officer continued using force after a civilian was in custody." P. 12, PDF p. 22. But "these examples are absolute and concrete, and sometimes situations in the real world are not as clear." Id. Thus, "the use of force continuum is outdated and needs to be revised . . . officers need to be trained to evaluate the entire situation at the moment when police are called, and to start developing a plan even before they arrive on the scene [so] they can be bettered prepared to make decisions within the wide range of available options, including defusing a situation without resorting to using excessive force." Id.
Police Use of Force: An Examination of Modern Policing Practices Cont'd. (11/15/2018)	**Part IV:** "[O]fficers have a "duty to intervene." They should be trained to detect warning signs that another officer might be moving toward engaging in excessive or unnecessary force, and should move to intervene before the situation escalates." P. 55, PDF p. 65. ""[E]stablishing civilian review boards that are truly independent and separate from law enforcement and have subpoena power is also essential." P. 73, PDF p. 83. "[H]ighly effective civilian review boards have the following elements: • The authority to investigate or review complaints of human rights violations by the public against the police; • The ability to conduct regular audits of police internal complaints and disciplinary process and, where necessary, conduct their own investigations; • The power to require witnesses to appear and to insist on cooperation from police departments and individual officers; • The authority to require police agencies to provide information on action taken in individual cases, with reasons for inaction; • The authority to review and make recommendations on policy and training; and • Provide detailed public reports, at least annually, giving relevant data, including the type of complaint and the race and gender of the complainant and the accused officer." P. 75, PDF p. 85. The "appointment of a Compliance Director [can] ensure that the suggested police reforms [are] carried out accordingly." Id. Implement rules to reinforce CRBs' independence. For example, "require[] that four of the five-person board cannot have current ties to law enforcement, they oversee a staff of a dozen full-time investigators, and the board approves all policies or training recommendations to the police department." P. 77, PDF p. 87. "POST (Police Officer Standards and Training) schools throughout the country should school their trainees and active police officers should be required to attend continuing education classes on mental illness and how to deal with it in their duties . . . There should be classes and the officers should meet mentally disabled people of their community and learn to interact with them. This will require the length of training for POST to be extended." P. 157, PDF p. 167. Officers should receive "Reality Based Training" ("realistic situational-based training requires realistic scenarios where police officers face urban interactions with real people acting as citizens"); "De-escalation Training" (training that "allows the officer to learn to identify the situation and slow the momentum of the interaction so that using force is as unnecessary as possible"); and "Fair and Impartial Policing Training" (training "based on the assumption that most police are well-intentioned, but subconscious bias can lead to flawed decision-making" that "enlightens [officers'] perspective on how unknown biases affect how we view each other" and "increase[s] community trust" by the "knowledge that police are undergoing this training . . . creating a virtuous cycle").

Strategies for Change: Research Initiatives and Recommendations to Improve Police-Community Relations in Oakland, Calif. (6/20/2016)	**Part I:** "[B]etter training of new officers could likely reduce the degree of these disparities." P. 5, PDF p. 6. "Add a field on the stop data form regarding BWC usage" where officers can indicate whether their camera was on and if not, why not. P. 45, PDF p. 46. "Tag BWC footage [to allow] the department and researchers to associate each stop in the database with the BWC footage from that stop." Id. "Use BWC footage to train officers," including in best practices. Id. Require officers to self-audit racially charged BWC footage. Id. "Use BWC footage to evaluate policies." P. 46, PDF p. 47. "Invest in the development of a BWC early warning system," including PRIME, which uses "a suite of metrics to determine which officers may be having trouble and which may be likely to have trouble in the near future." Id. "Give officers individualized feedback on their stop performance . . . on a regular basis regardless of how they perform." P. 49, PDF p. 50. "Create new ways for officers to give feedback to command staff . . . on what is and is not working well," while maintaining anonymity to prevent fear of retaliation. Id. "Use complaint data more effectively," analyzing "not just areas of complaints but also areas where complaints are surprisingly absent." Id. "Conduct customer-service audits after routine stops," including "identifying people who have been recently stopped by OPD and following up with them with an online questionnaire, phone questionnaire, in-person questionnaire, or even a focus group." P. 50, PDF p. 51. "Regularly administer community surveys" to learn the department's reputation in the area, where to look for a racial disparities, etc. Id. "Make trainings shorter and more frequent." P. 50, PDF p. 51. "Expand training topics," including giving officers "a suite of trainings in social tactics," with certain prerequisites. P. 51, PDF p. 52. "Let officers choose which trainings to take." Id. "Incentivize "training-in-action" workshops." Id. "Rigorously measure the effects of all trainings . . . by looking at community-level indicators before and after a training is deployed or, if the program is deployed progressively across the entire agency, by looking at outcomes for officers or squads who have already undergone the training versus those still waiting to receive it." Id. "Hire a training coordinator . . . to ensure that the values of the department are infused in the trainings that are offered and that the different trainings offered throughout the department are integrated, such that officers feel that the trainings serve their needs and give them tools to make their job easier, rather than see trainings as a chore that is imposed on them by command staff." Pp. 51-52, PDF pp. 52-53. "Hold monthly relationship-building meetings. . . As these relationships develop, community members would increasingly be expected to take part in joint initiatives." P. 52, PDF p. 53. "Enhance the capacity of Community Resource Officers [including] to attend relationship-building tables to discuss some of their closed cases." Id. "Require squad-based community projects." P. 53, PDF p. 54. "Train officers and community members together." Id. "Encourage out-of-uniform contact with communities." Id. "Distribute personalized business cards," rather than current generic cards. Id. "Show more care in high-crime areas." Id. "Hold "critical incident" discussions and trainings," including after controversial incidents. Id. "Host annual conferences on police-community relations . . . that is planned and executed jointly by members of the department and community." Id. "Develop and track measures of community engagement." P. 54, PDF p. 55.
Strategies for Change: Research Initiatives and Recommendations to Improve Police-Community Relations in Oakland, Calif. Cont'd. (6/20/2016)	**Part II:** Have risk management meetings once monthly with command staff from each area of department to compare stop data for the area to department-wide stop data over a six-month period, break down stop metrics by race and discuss trends, compare squads to one another, etc. P. 54, PDF p. 55. "Identify outlier officers . . . who are at risk of developing problematic behaviors or have already done so." Id. "Monitor and reduce time pressure," including by introducing daily activity tracking sheets. P. 55, PDF p. 56. "Monitor and reduce stress and fatigue," including with trainings focusing on health and wellness; examine how these factors "influence officer decision-making during police-initiated stops could uncover patterns and suggest improvements, as has happened in medicine, law, and other high-stress fields." Id. "Identify factors associated with high- and low-performing squads . . . to examine how much these performance differences are due to the individual officer characteristics, squad characteristics, squad supervisors, and the directives officers receive from command staff." Id. Review policy: Handcuffing people undergoing a search. Id. Review policy: Searching people who are on probation or parole. P. 56, PDF p. 57. Review practice: Asking people whether they are on probation or parole; using severe legal language. Id. "Produce and publish an annual Racial Impact Report" on stop data. Id. "Analyze data for trends over time." P. 57, PDF p. 58.
An Assessment of Traffic Stops and Policing Strategies in Nashville (date unknown)	"[R]educe the number of stops, as well as tracking, remaining conscious of, and working to eliminate as much as possible any disparity. That is true for reasons of racial justice, but also for reasons of overall public safety." P. 12, PDF p. 12. "[R]elatively few officers perform a very high number of stops, which may facilitate bringing down the number of stops." Id. "[F]ocus traffic enforcement efforts in areas where traffic safety is of particular concern—and to direct crime-reduction resources toward more successful crime-fighting strategies." P. 12, PDF p. 12. Departments will need to "develop a set of alternative strategies, and [their] officers will need to be trained accordingly." Id. Additional/outside ideas and funding may be needed. Id